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ABSTRACT

This project/study introduced the use of computers in one freshman composition course to determine whether the instructor and the students could accomplish more in a computer-based rather than a traditionally structured course. The assumption was that students would produce better essays on the word-processor and printer, and that the instructor could more efficiently help students with revision, despite her low awareness of technical pedagogy. The experimental section included 23 students at the beginning and 14 at the end, a withdrawal/failure rate not uncommon in other sections and thus no reflection on computer-assisted composition. Results based on personal experience and student surveys revealed that the instructor had a difficult time covering the usual syllabus and that covering the material kept the students from being in the computer lab as often as had been intended. The students, however, did learn more; they completed the work outlined in the usual 101 class, and they learned to use the computer and the WordPerfect program. The students were neither more nor less successful than other 101 students. Finally, the computer was an ideal tool for revision, but not for creating. Students were overwhelmingly inclined to write important in-class essays by hand. (The appendix contains a nine-page course survey and analysis.) (KEH)

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Teaching English 101CAI: From Romance to Realism

Surely no conference on pedagogy in the decade before the twentieth-first century is complete without some discussion of computer-assisted composition. In 1987, because I was computer-oriented, my department head asked that I begin investigating the possibility of teaching English 101 with computer-assisted instruction. Not until 1988/89 did DeKalb College actually supply English faculty with computers in our offices and the space to teach computer-assisted composition. The Business and Math departments had utilized computer instruction for several years; however, we in the Humanities had thus far disdained the use of machines. Although many of us insisted that term papers be typed outside of class, we also knew many of these papers were typed by others than those whom we taught.

In winter quarter 1990, I, an English teacher with three degrees in literature, little awareness of the computer lab with its twenty-five IBM System 2 machines (my home computer is a Compaq) networked to the main frame, and almost no awareness of technical pedagogy, entered upon the romantic idea that in English 101CAI I would produce students who wrote essays made beautiful by their production on the word-processing computer and the oh-so-readable printer-generated copy. I had practiced for years the theory that the goals of education in the English classroom--composition or literature-are oriented toward producing a thinking, philosophical student able to articulate

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these profound lessons in writing; switching to computer-based instruction seemed not to deny that I could continue to define and discuss societal values while entering the machine age. The move to computer-assisted instruction in English courses is a major pedagogical step into the future for my institution. DeKalb College has three campuses and several off-campus satellites. In fall 1989, we enrolled more than twelve thousand students, a ten per cent increase over last fall, a quarter which also saw a ten per cent increase over the previous fall. We supply a large number of transfer students to Georgia State University and the University of Georgia as well as a few to the Georgia Institute of Technology. DeKalb is not only the largest junior institution in Georgia but also the third largest state college in the University System of Georgia. Obviously, addressing the need to send computer-educated students to these institutions and into the world of work is a great advance in our instruction.

My study involves one section of freshman composition taught in winter 1990, the introduction of computer assisted instruction. The sequential course, English 102, will be taught spring 1990. The course included twenty-three students at the beginning and fourteen at the end, two of whom earned the grade of D, meaning they must repeat the course. This withdrawal/failure rate, not uncommon in the first freshman composition course at our institution where the rate averages 25% to 40%, does not reflect on computer-assisted composition. Also, the rate is similar that of other local institutions. I had a more than able assistant in the computer lab, Mr. Jim Cain, the supervisor of our writing, reading, and math labs at North Campus, a very effective English teacher himself who is extremely competent on the IBM System 2 computer and the WordPerfect word processing program.

On January 4, 1990, I began teaching composition in a room with 25 IBM System-2 computers networked to a mainframe (I soon learned the disadvantages of being linked to the college's main computer system; the advantage, being able to bring up programs installed only once at the mainframe, is an advanced step that beginning composition students--or at least my students--do not reach). In this unfamiliar environment, I set out to discover whether or not I could teach my usual English 101 course and whether or not the students could accomplish more in such a course when it was computer-based than in the usual classroom setting.

My usual English 101 course includes the following final work for grades: a first-person narrative essay, an expository third-person essay that is a practice Regents' Essay Exam [the required essay portion of the University System of Georgia literacy test of rising juniors], an argumentative essay (prepared outside of class) requiring research and documentation, at least one essay analyzing short stories, a general topic essay on an unknown topic, and a final essay, along with numerous pre- and post-writing exercises, in and out of class, such as outlines, workshops where students critique each other's papers, and revisions of papers. In addition to composition, I include a review of basic grammar with three or four quizzes and a discussion of argumentative logic and its terms with a subsequent quiz. A comprehensive final examination over these elements accompanies the final essay for the quarter's work. In my computer class, I attempted the same schedule.

Initially (Essay 1), the students wrote by hand an in-class essay on a pre-assigned topic ("Discuss some events that have shaped you into who you are today") that we had "brain-stormed" before writing day. I graded and

commented on the essays, and at the next session we met in the computer lab where the students performed two operations simultaneously: the essay was revised, with the revision completed in the form of a sentence outline on the computer/word processor. This first computer session revealed two important facts:

1) With two instructors and twenty-three students, chaos, although controlled chaos, ruled, for the course required no previous word-processing experience, and each student wanted immediate and conclusive help. At the first meeting, students classified themselves as beginning, intermediate, or advanced computer users (only data for students completing course):

   Beginners (no experience whatsoever): 9

   Intermediate (some familiarity but no expertise): 5

   Advanced (competent computer users with a few who knew WP): 0

2) By the end of the 2 hr. 12 min. period, several students had generated a completely revised outline and printed it, several had generated much of the outline and printed it, and the rest had revised the paper by hand and had generated on the printer at least the outline through paragraph I (I require that students outline introductions as well as conclusions in order to teach these important parts of the essay).

At the end of the class, a quick survey indicated that most of the students were very happy with what they had learned and accomplished in only two hours. The students completed this assignment by continuing with the revision outside of class, bringing in the old paper and the new and revised outline to the next class. Several students who had not previously been computer users had returned to the computer lab and completed their outlines on the computer, a

trend toward using computers more and more frequently that would continue and spread among the students throughout the quarter. Others had completed their work by hand.

With the use of spell-check, as well as viewing and immediately revising the content on the screen and on the hard copy, the resulting first freshman compositions produced by the group indicated a decrease in content errors.

Due to the necessity of preparing the students for actual conditions of the Regents' Essay Examination, the next essay--on a third-person, previously unannounced topic--was written by hand in the classroom; therefore, the second computer-lab assignment was to bring the essay (after I had commented on it), with planned revisions written on the paper, for word processing. Here a new fact presented itself: since the students were told the assignment beforehand, the excellent students (even those who had never used a computer before the class) had <u>already</u> put their revisions on their computer disks, skipping the hand-process of writing notes on the original essay and giving themselves time to learn computer/word processor use. Consequently, I had to reconsider and reconstruct my original syllabus. Obviously, the students who had done extra work to complete their assignments outside of class on the computer were not cheating; they had merely enjoyed doing their work on the computer so much they had utilized our writing center and computer center and done their assignment in advance--a great improvement over the usual reluctance to work! Thus, I realized that preparing a syllabus for a computer-lab composition class entails a different set of circumstances than preparing a syllabus for a handwritten-composition class. Here a major disadvantage of networked computers exists, although it may only be a problem that I have yet to solve. The networked computer has no hard drive;

therefore, the student must bring his diskette to start the program. Monitoring diskettes for pre-performed assignments would be a formidable task.

This second session in the computer lab clearly indicated the students already divided into two groups: those who had either adapted quickly to computer use or had been using the computers outside of class, and those who still needed individual help and a lot of it. By this time, two or three students had withdrawn from the class, so two instructors could more easily attend to the needs of the remaining students. The students again needed a great deal of help; however, their questions were more technically advanced than in the first session.

The researched argumentative essay, the second student assignment, was carried out in parts as we went through the quarter. Students had to hand in a title page, thesis statement, preliminary outline, and works cited, each at various dates; the various stages revealed that some students were using the computer for this out-of-class project. The final papers (handed in during the penultimate class week) showed that about half the students prepared their final drafts of argumentative papers on computers outside of class.

The third computer-assisted composition assignment was the literary essay, an essay analyzing the theme of Flannery O'Connor's "A Good Man Is Hard to Find." Rather, the assignment was the re-write of the essay, for I taught literary analysis, with accompanying scholarly apparatus of quotations, etc., in the classroom in a workshop method where the students and I wrote, in complete sentence outline form, the introductory paragraph and the first body paragraph on the board, with the students adding the second and third body paragraphs and the conclusion paragraph in out-of-class writing. After I commented on the outline, the students re-wrote, and the computer/word

processor assignment was to place the re-written (and again corrected/revised) paper in essay form on the computer.

At this third computer-lab session, almost every student had acquired some facility with the computer itself and the Word Perfect processing program. I needed less to teach computer use and could begin to enjoy teaching composition while the students used the computer. Here the benefits of computer-assisted composition began to materialize. By moving from student to student, I was able to look at the essay-in-progress, pointing to mechanical and developmental errors. Showing the students how to edit with the delete and move processes and how to insert examples and detail, I quickly moved through a revision process that would not have been possible in the classroom setting. In the classroom, I would have returned papers, and students (or some students) would have grudgingly re-written the papers and returned them at the next class, with most corrections addressing only the errors that I had marked. Here, sitting beside the student, I developed the process of a thinking game from which some, at least, of the labor was removed. When the student had completed a paragraph or two, I asked him to run spellcheck and print out a hard copy. While he continued with his composition, I commented on the hard copy, returning it for necessary revisions. A major advantage to computer-assisted composition, therefore, is having fewer students in the classroom, so that the instructor can assist each one. That ideal situation is, of course, what we wish in each classroom, but with the limited number of computers in the classsroom, we absolutely must have fewer students and/or more teachers to teach effectively.

Before turning to an analysis of the advantages and disadvantages of the course, I need to mention a last and important project in the computer lab.

In the last weeks of the quarter, I wished to allow the students to decide whether to write their final examination essay (required as an in-class, instructor-supervised assignment by my department) by hand or on the computer. To prepare them for educated voting, the last essay assignment was prepared in the computer lab. On an unknown but student-relevant topic ("Discuss the characteristics a successful person evidences"), the assignment was the usual: generate a five-paragraph, 500-word essay coherently organized, complete with examples, and edited for correctness; however, this essay was to be created on the computer and printed on the printer within the 2 hr. 12 min. class session. Although one or two students ran a few minutes over, and one student had to hand me her diskette, returning after her next class to my office to print her essay on my office printer, all students handed in a completed essay. All but one or two had learned sufficiently to generate a paragraph or two, run a hard copy and ask me to critique it while they continued, and then edit with my suggestions and spell check. Some completed the assignment so promptly that after I commented on their entire essay, they were able to run an editing program called *Right Writer*, and they had time to revise the entire paper.

The result? Even with this positive experience the students voted overwhelmingly to write their final exam essay in class by hand. Some of their reasons are indicated on the Final Questionnaire (see Appendix). First and most important: the computer lab is noisy, distracting, with too much movement between computer and printer. Second and almost equally important: the fact that students can help each other with ideas and even sentences as they sit side by side and see each other's screens was helpful during the quarter, but students did not wish to help each other during a final exam.

Third: the fact that we have only two printers in our computer lab and both of them frequently malfunction had caused back-up problems all quarter, and the students did not wish to contend with these technical problems while preparing a final examination.

The recurring issues addressed in computer-assisted composition are admirably discussed by Joyce Wentz Rosenthal, in her article entitled "Integrating Word Processing into Freshman Composition" (*CACJ*). According to Rosenthal, she collected data "proving that word processing, in contrast to handwriting and/or typing, is effective not only mechanically but educationally. It produces uniformly neat, attractive, easy-to-read essays but also better organized, more qualitatively developed, and more carefully edited ones. Word processors as educational aids have great potential for student revision and improve student attitudes toward writing. Their availability, attractiveness, and accessibility also encourage more writing outside the classroom" (119). Writing from the Department of Humanities, Embry-Riddle Aeronautical University at the Regional Airport in Daytona Beach, Florida, Rosenthal may have encountered a different clientele than we encounter at DeKalb College, so no comparison of our results is possible. She also bases her study on two courses, while my present study is on one. She has, however, emphasized some realities with which I agree while overstating, I believe, some romantic notions we would *all* like to believe. My findings are that the printer, not the student, produces "uniformly neat, attractive, easy-to-ready essays." The use of a computer/word processor, sometimes with the instructor sitting beside the student to discuss writing problems, does produce "more carefully edited" essays for the student fascinated with the flashing cursor, the delete key, and the move key but who is burned out with

boring pen pushing. But do we wish to teach students to avoid pen pushing? The organization and the qualitative development are student/professor based, and have little to do with computers. Attitudes **ARE** improved. In great part, students undergo a change in attitude because many of them are tired of being harangued by teachers who want them to think, to write legibly, and to produce the standard five-paragraph, 500-word essay (frequently closer to 300 to 350 words). One must have a project--some work to do--to learn to use a computer; thus, writing the essay becomes the means to the end rather than the end itself. This shift may or may not be good for teaching writing in the next century, but it certainly transfers some of the anxiety from the burden of writing essays for the sake of writing essays that are, as one of my better students indicates on the Questionnaire, "a pain in the neck."

I had a difficult time covering my usual syllabus; covering the material kept us from being in the computer lab as much as we could have or possibly should have. However, as long as students need to review grammar, sentence structure, logic, how to develop and organize ideas, and ways to understand and discuss literature, I think we must address these needs. The students did learn more; they completed the work outlined for my usual 101 and they learned to use the computer and the Word Perfect program. They were neither more nor less successful than other 101 classes as indicated by the pass/fail rate. Perhaps we need an English 100 taught entirely in the computer lab as a prerequisite for English 101 and 102. My observation was, and the students' responses on the Questionnaire confirm, that the computer seems an ideal tool for **revision, not creating.** Whether or not we wish to encourage students to give up penmanship for the keyboard must be addressed. First, as we move into future pedagogy, we must decide whether or not the college English teacher is

the appropriate teacher or one of the appropriate teachers of computer use. A major finding of my study is that the students and I had a lot of fun in the computer lab.

Romantically, we idealists see ourselves sending good writers who are computer literate on to four-year institutions and into the world of work; however, realistically, we face some hard choices about our role in the English classroom.

Appendix

English 101CAI - Course Survey - Analysis

(Students are identified by letter and "no comment" answers are omitted. Original spelling retained.)

1. Did you know you were signing up for a computer-assisted course:
   Yes - 11 No - 3

   Comments:

   a) I had heard from others students, however, that the classes that were "computer-assisted" did not really use the computers all that much. I figured because I was able to operate my computer at home, I would have no trouble in here.

   b) The English time slot suited me and I thought the computer was a bonus.

   d) Well I new that their would we some time spent in lab since it was said in the catalog.

   e) It wasn't my first choice but during registration the offices messed up and it was the only class left.

   f) I really didn't know about the computer part during registration.

   g) I figured it would be different & interesting.

   j) I thought it would help.

   l) However, the use of the computer was minimal. The course was assisted, not barely used.

   n) I thought it would be intersting.

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2. Are you glad you signed up?
   Yes - 14 No - 0

   Comments:

   a) English 101 is a difficult class even without a computer. It has been a real challenge as I have been trying to improve my skills in both areas.

   c) I learned a few helpful skills.

   d) I have learned some important information that I will need in years to come.

   e) Although it wasn't my 1st choice because of other previous bad efforts to learn, I feel this effort was successful. At least it helped me with the basics.

   f) Because I have learned many things that I was unaware of before.

   g) I found it to be alot of fund and helpful.

   h) I learned how to use my WordPerfect at home.

   j) I have learned how computers can make writing a lot easier if there wasn't to many people.

k) Never took non-computer english in college.

n) I learned a little bit about computers and the keyboard setup.

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3. Are you going to take English 102 as computer-assisted composition?
Yes - 12 No - 2

Comments:

a) To be honest though it was the only English 102 class that was available in my open time allotment next quarter. I don't mind it though. It will be good for me.

e) It is a better paper overall if it is on a computer.

d) If it will be offered when I take english.

e) For my major I only needed 101 and then a speech class, so I am going to continue on with the speech class next quarter.

f) Probably so since I'm fresh after 101.

g) I liked the English 101 class.

h) I'm taking it with Dr. Pair again.

j) But I will not be returning to DeKalb.

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4. At the beginning were you beginner, intermediate, advanced?
B - 9 I - 5 A - 0

Comments:

a) I was somewhat knowledgeable of Wordstar. I had no idea how to use WordPerfect.

d) I classified myself as that [I] because my brother taught me a few things about the computer.

e) Because of all the negative, confusing, unexplained classes I have taken on computers. I learned nothing and more or less was confused.

f) I have a computer at home and I use it alot.

g) I didn't have much experience with computers.

h) I had some computer experience before.

j) I have taken 2 years of computer classes before.

n) The only computer I ever had was an Atari!

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5. At the end were you beginner, intermediate, advanced?
B - 3 I - 10 A - 1

Comments:

a) My skills have improved a little. I wouldn't classify myself as an intermediate though. I only learned a few basic commands. I know WordPerfect is a lot more complex, and has more to offer than what I know.

c) We only spent a few classes in the lab and only learned a few skills so I am still intermediate.

d) I feel I learned a lot but I'm not an advanced computer user.

e) I'm not advanced, but it doesn't scare me anymore.

f) I know more about the computer now.

g) I have learned to operate a computer to help me in my learning.

h) Combination, but more intermediate - I know more than I knew before.

j) There is still so much more to learn about computers.

n) Still a beginner, but with a little bit more knowledge.

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6. Do you believe that your papers are better because you had access to computer?
Yes - 9 No - 4 No Answer - 1

Comments:

a) I was able to edit more easily. However, if my paper was not already written out, it was very difficult to me. Of course, the computer's spellcheck was a great help.

b) Clearer to read, correct spelling, correct format for outlines.

c) Better because I had time to check my paper on the computer and review it easier.

d) In the sense they are typed but content I feel has nothing to do w/the computer.

e) Because you gave us so many chances to re-write, I could not just go to the computer without a topic and a time limit and do a good paper. But to polish it's great.

f) I would still be making the same mistakes.

g) It helped me correct words and add in missing words and sentences without making a big mess of my paper.

h) Because it was easier to pull up spellcheck rather than look in a dictionary - papers were nicer looking.

j) Computers cannot do the thinking part for you.

k) Maybe

n) The only paper I got an "A" on I did on the computer.

---

7. Did your attitude toward writing improve after learning word processing?

Yes - 10 No - 4

Comments:

b) I have gradually obtained more confidence during this course.

c) Word processing, in a sense, is not like writing. It helps your computer skills but not writing skills.

d) I feel that WP changed my attitude because I'm begginning to feel that I've learned something.

e) More than the word processing, it was actually understanding what "A, B, 1, 2, C" meant on an outline that made my papers flow more clearly.

f) The word processing makes it a little more interesting.

g) I feel that I am a better writer now than I was before I took the class.

j) It made it a lot easier, also fun.

m) I have not fully learned how to use word perfect 5.0.

n) I don't see the relevance or meaning of this question.

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8. Do you like the computer-writing environment (in the computer lab) where students frequently consult each other better than the classroom environment where each student writes independently?
Yes - 12 No - 2

Comments:

a) It is hard for me to think. However, I do like occasional input.

b) But not for a test situation as there is too much distraction.

c) Too loud; one can't concentrate.

d) I enjoy sharing ideas w/other students however I also enjoy the quiet setting.

e) Students can learn from helping each other which was beneficial in the computer lab.

f) It tends to make students feel a little more comfortable.

g) The students can help you create better sentences and give you tips to make a better paper.

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9. Do you think the teacher's individualized help at the computer/and or in reading printout drafts while the student can correct them is more valuable or less valuable than the teacher's help while the student is writing in the classroom?
More - 13 Less - 1

Comments:

a) There's too many destractions in the computer lab.

b) This is a wonderful aspect.

c) The teacher can help you by reading printout drafts but the amount of time given is not enough to go back and correct everything.

d) I feel the teacher helped out more in the lab than in the classroom because it was easier.

e) Both are almost equal, but it is faster to correct on computer.

f) I could find out what serious mistakes I made before turning it in.

g) You can take what the teacher told you and apply it right then so that you wouldn't have as many mistakes.

j) Except for times when the printer gets jammed up and everyone has problems on the computer at once that one teacher is not enough.

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10. Do you think that you get more or less timely assistance and feedback in the computer lab environment than in the classroom?
More - 9 Less - 4 No Answer - 1

Comments:

a) People are having both computer and writing problems. I think its difficult to get help because everyone is also asking for it.

b) I have noticed that students become more motivated in the lab.

c) More assistance because you can talk to the teacher and other students better than in the classroom.

d) I feel more because problems are always solved.

e) Too many people were beginners.

f) Because everyone works to do better with the computer.

g) I think it is about the same.

j) Not all the time, because some had more trouble with the computer that they need more help which takes up more of the teacher's time.

---

11. Do you think that in the computer lab you use your time more effectively for revision than you do in the classroom?
More - 12 Less - 2

Comments:

a) It is more difficult because I spend a lot of time trying to figure out how to work the computer. I am not able to devote all the time to writing.

b) Only the time goes so fast and sometimes there is insufficient time for completion.

c) With all the distractions it is more difficult.

d) But only because it takes less time and it's easier to do on the computer.

e) Its a good polishing tool.

f) Because what you have done is right in front of you.

g) I find myself wanting the paper to be better when I am typing it on a computer.

j) Because revising is so much easier on a computer.

n) The editing and spellcheck processes help.

---

12. Does using the computer make you feel that you have more freedom to write than writing by hand with a pen?
More - 12 Less - 0 No Answer - 2

Comments:

a) It is easier to correct papers.

b) I prefer to write by pen first.

c) More freedom because of spellcheck and things like that.

d) This is hard to say because I type slow but I also have bad handwriting.

e) More, but for concentration I need a more substantial environment to write. Computers are rewriting tools.

f) Because there are more ways to improve with the computer.

g) It is hard to say because I think that my mind still works the same.

---

13. Does having an immediate printed-out hard copy aid in your being able to generate ideas?
Yes - 11 No - 3

Comments:

c) It is just as possible on paper.

d) Sometimes because I need help in generating ideas and editting.

e) If there was enough time remains.

f) Easier to find mistakes.

g) It helps to improve my paper.

m) Do not get the printed material untill after I'm done.

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14. Do you think that your grade in English 101CAI will be better or worse because you used the computer?
Better - 13 Worse - 0 No Answer - 1

Comments:

b) I give myself an A on computer for my dedication.

c) The computer didn't affect my grade it just gave me a typed paper.

d) I feel better because I had the help of others in opinions and also the spellcheck.

e) Most of my papers were "B or low C:" but the tests are better.

f) Most of my papers were High "D" low "C"

g) Writing is writing wheter it is on a computer or hand written. You will probably have less incorrect words which will make the grade better.

j) Better because you can check yourself.

k) Same

n) I hope.

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15. As a result of taking English 101CAI have you used the computer for work in other courses or for class projects? List projects.

Yes - 7 No - 7

Comments:

a) Papers for other classes on my home computer.

d) My P.E. paper and I'm sure I'll use it in the future.

e) My job and at home don't require computer.

g) A book review for my history class.

h) Wellness concept -articles

i) A research paper for sociology class.

l) I have wrote papers for Psychology on word processor.

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16. As a result of taking English 101CAI have you used the computer at work or home because of the skills you have acquired in the course? List projects.
Yes - 3 No - 11

Comments:

a) I was using it before this class.

b) No computer at home but I frequently visit the lab in my own time.

c) My dad is <u>putting in</u> a computer at home now. As soon as it is running I will use it.

d) I haven't used it at home because I don't have a computer.

e) My job and at home don't require computer.

g) I am starting to because I find the computer to be helpful.

h) I have Word Perfect 5.0 at home.

n) I will start, though.

General statements:

Please make comments/suggestions below regarding the computer and equipment/set-up in our computer lab:

b) The printing system is the major concern as far as I'm concerned. When I think I may not get finished on time, I become pressurized. Otherwise the system is great.

c) It is a nice setup but you need more printers.

d) I feel that the lab set-up isn't the best it could be - when printing out the paper it always causes a problem. Maybe having a printer at the end of each row would help.

e) A printout experience needs to be beneficial to the students, not a confusing event. I felt I needed to complete my paper at least 15 min. ahead of time just to get it printed correctly.

f) I think thee should be alot of people in the room at the same time.

g) The computers were fine it didn't bother me in any way.

h) I believe when teaching in computer lab you should have an assistant like Mr. Cain. Helped us when Dr. Pair was busy with other students.

i) I don't know enough about to comment.

j) The one main problem is the malfunction of the printer.

k) The computer is the new age thing to do. The class was different and interesting - have learned a/lot about computers.

l) If the computer is going to be used then sufficient equiptment should be available. Each computer should their own printer. This would have made it easier for the student and teacher.

m) It would be nice if every computer was set up on an individual table in order to make more work room.

n) The computers depend on the person. If the person is receptive and eager to use the computer, he may learn more than the person who is not.

Please comment on your overall response to taking English 101CAI, covering any information or personal comments you wish to make that are not covered (or sufficiently detailed) above.

a) I think there should be a computer orientation before this course. The computer is a very useful aid to someone who knows how to use it. Because English is hard already though, someone who does not know how to use the computer, it put under even more pressure.

b) I am very happy that I took this particular course and I'm sure the computer knowledge I have acquired will benefit me in my future courses and positions.

c) I like computers alot but not in a classroom they are to loud and distraction. At home, where it is quiet I will love to use one.

d) My response to taking this english class has been great I enjoyed it although I wish I knew how to type. It also has helped by having two people helping in lab.
I do like the computers now, but still regard them as a polishing tool instead of a major thinking tool.

e) I do like the computers now, but still regard them as a polishing tool, not a major thinking tool.

f) This class will help in future courses.

g) The class has helped in using the computer, and in using the computer I can apply it to all my other subjects.

h) We learned how to write the majority of time. We bought the literature book and only used in for one story. I believe that was a waste! I enjoyed the class and learning more about computers.

i) When I first started this class I thought about dropping out because I had never worked with computers before, but I am glad that I stuck with it because it has helped me a great deal.

j) I have learned a lot and noticed a change in my writing. It has improved.

k) I like the way you taught the class. Going over the same info. on quizzes each time made the info stay in my mind. Writing papers is a pain in the neck.

m) Taking English 101CAI enables people to become familiar with computers and helps people in deciding if they enjoy working with or without them.

n) I think the computers should be a permanent installment.